



2019-2020 Charter School Program High Quality Replication Grant  
COMPETITIVE GRANT Application Due 5:00 p.m. CT, April 30, 2019

NOGA ID

Authorizing Legislation

P.L. 114-95, ESEA, as amended by ESSA, Title IV, Part C; TEC, Chapter 12; TAC, Chapter 100, Subchapter AA

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701-1494

Application stamp-in date and time

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GRANTS ADMINISTRATION

Grant period from

July 1, 2019 - August 31, 2020

☒ Pre-award costs are not permitted.

Required Attachments

1. Federal Definition of a Public Charter School
2. Documentation of Authorization to Charter
3. Board of Trustees Approval
4. Narrative Description from Superintendent

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization Midland ISD CDN 165901 Vendor ID 1756002064 ESC 18 DUNS 081085391  
Address 615 W. Missouri Ave. City Midland ZIP 79701 Phone (432) 240-1002  
Primary Contact Elise Kail Email elise.kail@midlandisd.net Phone (432) 240-1252  
Secondary Contact Teresa Moore Email teresa.moore@midlandisd.net Phone (432) 240-1909

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Orlando Riddick

Title Superintendent

Email orlando.riddick@midlandisd.net

Phone (432) 240-1002

Signature

Date 04/26/2019

Grant Writer Name Elise Kail

Signature

Date 04/29/2019

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

**Shared Services Arrangements****X** SSAs are **not permitted** for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Travis Elementary School was rated as Improvement Required in 2017-2018 with scores of 46 in Student Achievement, 54 in School Progress, and 50 in Closing the Gaps. Specifically 37% of students scored at approaches or above grade level in Reading.	After a year of planning in 2019-2020, IDEA Public Schools will implement their proven model in grades pre K-6 in 2020-2021 including the same curriculum, training, Principal in Residence program, and Teacher in Residence program. Students at IDEA exceed the state averages on STAAR and we expect the students in Midland to follow the same trajectory of improved performance.
Travis Elementary School was rated as Improvement Required in 2017-2018. 46% of students scored at approaches or above grade level in Math.	IDEA's model starts Pre-K-2 students in the Direct Instruction program, which meets students where they are performing academically and works to quickly close academic gaps while teaching to mastery. IDEA then moves to a student-driven program while enhancing individualized instruction using technology.
Hispanic and Economically Disadvantaged (ED) students are under performing the district and state at Travis Elementary School.	IDEA currently serves a population 91% Hispanic and 88% ED. 45% of all IDEA alumni complete a college degree compared to 13% of low-income students across the state. By implementing their model at Travis ES, students at the school will be on par and eventually exceed the state and district performance.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By 2023 students at Travis Elementary School will exceed the state and district averages on Reading and Math for STAAR and the campus will be rated C or higher.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

During the planning year, IDEA will be focusing on staff hiring, community engagement, student recruitment, and implementing key aspects of its instructional and operational model. The Executive Director is already in place. At the end of the first quarter, a school leader will be in place and working to recruit and train staff. Additionally, 25% of the staff will be hired and 50% of planned community outreach activities will be complete.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

During the planning year, IDEA will be focusing on staff hiring, community engagement, student recruitment, and implementing key aspects of its instructional and operational model. The Executive Director is already in place. At the end of the second quarter, the assistant principals will be identified and in the training process. Additionally, 50% of the staff will be hired and 75% of planned community outreach activities will be completed.

**Third-Quarter Benchmark**

During the planning year, IDEA will be focusing on staff hiring, community engagement, student recruitment, and implementing key aspects of its instructional and operational model. The Executive Director is already in place. At the end of the third quarter, the assistant principal of operations will be identified and in the training process. Additionally, 75% of the staff will be hired and 25% of students will be recruited.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

MISD leaders will be using two frameworks to evaluate when and how to modify the program.

MISD has an existing robust and rigorous school performance framework. This framework includes student performance (literacy rates, numeracy rates, STAAR, college readiness, graduation rates), growth (student progress on STAAR, graduation indicators, PLC implementation) and learning environment (staff and student attendance, equitable access to advanced programs and classes, college and career preparation, and climate surveys or staff, students, and families).

IDEA also has a school performance framework supported by a robust in-house data and analytics team that collects data on metrics across all their schools on a quarterly basis. They are able to compare performance across schools so network leaders can highlight best practices and offer support where it is needed. School leaders and Executive Directors also have access to dashboards with more timely data on student performance on local assessments, student and staff attendance, student and staff persistence, reading levels, and other academic and operational indicators.

This data is reviewed daily, weekly, and quarterly by the campus leadership who along with support from the Executive Director and if requested from their authorizer, make decisions about how to reallocate resources to provide better support and coaching for staff as well as how to structure interventions to increase student achievement.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2019–2020 Charter School Program High-Quality Replication Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- ☒ 4. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- accommodates the minimum 15-digit account code mandated by the FASRG;
  - generates information needed for PEIMS reporting; and
  - ensures adequate accountability of state and federal funds.
- If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
- ☒ 6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 7. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 8. **Open-enrollment charter holders applying on behalf of a high-quality campus approved by the commissioner of education:** The applicant provides assurance that the existing charter, as approved by the applicable state authorizer (the SBOE or the commissioner of education), and the Application for High-Quality Campus Designation, under which the new charter school campus was approved by the commissioner of education, are incorporated by reference into this grant application and address statutory requirements in compliance with PL 114-95, Title IV, Part C, ESSA.
- ☒ 9. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the campus charter school will:
- maintain documentation which clearly demonstrates the supplementary nature of these funds;
  - be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
  - be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2019-2020 school year; and
  - be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. traditional campuses within the district.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☒ 10. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that, as per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), the local education agency (LEA) will not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.
- ☒ 11. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the school district will:
- a. participate in the Texas Authorizer Leadership Academy (TALA) program;
  - b. review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application;
  - c. annually publish its authorizer policies;
  - d. submit its updated policies and charter application to TEA, along with the exact web address where this information is posted on the district's website, by October 1, 2019;
  - e. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have its own independent board, separate and apart from the school district's board of trustees, to oversee management of the originating campus and its replication; and
  - f. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have an Executive Director/Chief Executive Officer (CMO) who is responsible for management of the originating campus and its replication.

By certifying acceptance of and compliance with these provisions and assurances (11 a-f), the applicant further certifies that noncompliance with any of these provisions and assurances may result in forfeiture of participation in this grant program.

**Statutory Requirements**

1. Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

MISD is authorizing IDEA to operate Travis Elementary School under the MISD charter authorizing policy. Pursuant to this policy and the agreement (Attachment 2) IDEA is responsible and has sole authority over matters involving academic curriculum and the instructional program. Additionally, they have sole authority to select, reassign, hire and terminate employees including the Executive Director, Principal, Assistant Principal, the teachers, teaching assistants, para-professionals, curriculum specialists, program coordinators, and any other academic instructional role. IDEA will also hire and supervise the guidance counselors, librarians, extracurricular activity instructors, physical education instructors, and any other role directly involved in overseeing/creating academic curriculum. Finally, IDEA is responsible for all health services, substitute teachers, Special Education programming and services, and food services.

MISD has a critical role as the authorizer in governing the success of the program and partnership pursuant to the agreement. Additionally, MISD is responsible for campus maintenance, some aspects of record keeping, and transportation.

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how TEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

MISD has created an 1882 Performance Agreement with IDEA (Attachment 2). Student Outcome Goals have been created in addition to the partnership (Addendum A-3 of the agreement). The performance goals and agreement are clear that if the IDEA school is placed in one of the lowest two categories of school improvement for three (3) or more consecutive years or fails to achieve two out of three of the same student outcomes goals (specified in Addendum A-3) after the third year of School operation under this Agreement for three or more consecutive years then MISD may terminate the agreement. Additionally, there are a set of financial requirements (Addendum A-4 of the agreement) which are part of the renewal process and overall management of the charter by MISD.

3. Describe how the autonomy and flexibility granted to the proposed charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

The agreement between MISD and IDEA to manage Travis Elementary gives IDEA autonomy over curriculum and program, and to select or remove employees. IDEA also manages school operations (not including transportation, building maintenance and some aspects of record keeping), teaching and other instructional staff, and other campus-based personnel. This role is aligned with Section 4310—the federal definition of a public charter school. Managed by IDEA the focus of Travis Elementary is the pursuit of a student achievement, college readiness, and workforce readiness. What's more, as an in-district charter, the campus is exempt from State or local rules that inhibit the flexible operation and management of the school. Both of these are important provisions of Section 4310. As a System of Great Schools (SGS) District, this partnership with IDEA is part of a broader transformation for MISD where they are directed to meet the Board's theory of action to become a SGS district by 2027.



**Statutory Requirements**

4. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

IDEA has a robust family and community engagement program that has already begun in Midland. An Executive Director is already in place in the community and over the course of opening the school IDEA will hold several meetings where parents are invited into the school to learn about the program. IDEA is working hand-in-hand with MISD to ensure that all Travis families fully understand their right to stay at the school under IDEA's management, and the rationale for doing so. IDEA's leadership team will be available to parents and families at regular intervals, and will solicit input from the community before making significant non-academic decisions. IDEA has already conducted focus groups with community members to learn what is most important to them.

MISD has held multiple community meetings beginning in Fall 2017 to solicit input on the transformation of MISD. Specific meetings have been held in various format, Travis Elementary's attendance area, the Travis Elementary campus, and with Travis Elementary staff about a charter school taking control of the campus in an effort to improve student outcomes.

5. Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

To support the launch of a IDEA's management of Travis Elementary, MISD has developed a budget that is responsive to feedback from IDEA educators and will invest the majority of resources in them. IDEA will use some of the grant funds to hire and train an executive principal who will take on the task of leading Travis Elementary and ensuring that every student has a high-quality teacher in their classroom. Funding will also flow to IDEA to support launching the school with a focus on professional development for teachers and leaders. These activities will include a comprehensive assessment of instructional needs, as well as support to implement the strategies that have driven student achievement results in the IDEA network. These instructional strategies include a direct instruction model in grades Pre K-2 and the use of cutting edge technology to personalize student learning in the upper grades. In addition, the activities also target educator compensation (limited to the planning phase and 30 days of implementation), provide resources to select supplementary textbooks aligned with the instructional model, and make minor facilities repairs to create a powerful learning environment. CSP grants are intended to startup the IDEA model at Travis Elementary, with future implementation activities to be covered by existing revenues.

6. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

MISD, as part of their school performance framework has a robust parent, family and community engagement strategy including extensive surveys. Additionally, as part of the Board's overall strategy, MISD has already engaged in extensive family and community engagement in developing this strategy, IDEA regularly solicits and considers input from parents on the implementation and operations of each school through surveys, focus groups, informal interviews, and feedback gathered from school-based events. When IDEA enters a new community, leaders also make special efforts to inform parents with community-specific marketing materials. Additionally, IDEA establishes a Parent Advisory Council (PAC) per region composed of one parent representative from each school in that region. Parents are self-nominated or can be nominated by a member of their campus. Meetings occur at least twice annually, and childcare is provided. Across all regions, IDEA received more than 300 applications from prospective PAC reps. The purpose of these PACs is to build a small, region-based community of parents with whom IDEA can consult on a variety of different parent-facing solutions prior to their launch. With the input of these representative partners, IDEA can better align its organizational decisions with the needs of this key stakeholder group. Lastly, a teacher's evaluation also includes a family survey component to ensure all teachers are working with parents for the benefit of each child.

**Statutory Requirements**

7. Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school campus.

As part of the agreement between MISD and IDEA (Attachment 2), all students with special needs requiring transportation will receive it through MISD, and all other students will have a variety of transportation options that may include district-managed vehicle transportation. Additionally, as a neighborhood school, many students will live within walking distance of the school.

8. Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

MISD leadership does not anticipate requesting any waivers of Federal statutory or regulatory requirements.

**TEC, Subchapter C, Campus Charter Schools, must address the following requirement (#9):**

9. Describe the educational program of the existing high-quality charter school that the district has partnered with at the proposed charter school campus, including a) how the program will enable all students to meet challenging state student academic achievement standards; b) the grade levels or ages of children to be served; and c) the curriculum and instructional practices to be used. Provide reference to relevant program-related attachments, including page numbers, where necessary.

IDEA will operate Travis Elementary in grades Pre K-6. Direct Instruction (DI) is the foundational program of IDEA's core curriculum. DI is a model that emphasizes carefully planned lessons focused on learning in small increments. DI teachers use clear instruction and always teach to mastery. This means that teachers do not move on in the lesson until students have grasped the content they need to know. Groups are organized by level, so that every student can learn at their own pace. The goal is for each student to be on-level across all subjects. No student is left behind. Students advance through the program only after they have demonstrated mastery of each concept. Students who show exceptional progress can progress faster through lessons if they show continued mastery. As students reach grade level mastery, they are provided more time and opportunity for creative growth in their assignments. Students are also tested individually every five to ten lessons, and their progress is effectively tracked by the teacher. Students in 3rd-6th grade will utilize the Wit and Wisdom English Language Arts curriculum focusing on historical events, artifacts and novels to build reading and writing prowess. Students also participate in blended learning activities including Dreambox, Reasoning Mind, and Accelerated Reader. These special programs provide supplemental learning opportunities in literacy and mathematics for all students.



**Statutory Requirements****TEC, Subchapter C, Campus Charter Schools, must address the following requirements listed below (#10 - #13):**

10. Describe how the district authorizer will monitor the proposed charter school campus in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners. Provide reference to relevant program-related attachments, including page numbers, where necessary.

MISD has developed an authorizing policy that aims to meet rigorous state and national authorizing standards. The MISD Board adopted the model authorizing policy (Attachment 2) from the Texas Partnership website and endorsed by TEA. This includes best practices for monitoring its partners activities related to recruiting, enrolling, retaining, and meeting the needs of all students. During quarterly data reviews with IDEA, the MISD leadership and board will analyze disaggregated data of special populations, especially students with disabilities and English learners, to ensure that all students are receiving high-quality services by the partner. Additionally, IDEA will invest in student recruitment efforts to ensure they are recruiting children with disabilities and English Learners. Events include a Welcome to IDEA event for parents to meet with school leaders and teachers as well as all materials being provided in English and Spanish in the recruitment and enrollment process.

11. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit that is separate and apart from the district's annual financial audit. Provide reference to relevant program-related attachments, including page numbers, where necessary.

IDEA is required in its agreement with MISD to complete an annual financial report that includes an audit of the Travis Elementary Campus. Moreover, to comply with the the financial performance goals in the agreement (Attachment 2, Addendum A-4) IDEA will maintain high quality financial management as it has previously demonstrated. This includes an unqualified audit opinion. MISD will continue to conduct a separate and independent audit of its administrative activities.

12. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in public education information systems (PEIMS). Provide reference to relevant program-related attachments, including page numbers, where necessary.

The agreement between MISD and IDEA for Travis Elementary requires MISD and IDEA to coordinate all record keeping and compliance with state law. IDEA will use MISD's record keeping Student Information System (SIS) required by the Texas Education Agency's Public Education Information Management System (PEIMS) data reporting. IDEA will provide a technology solution that connects both parties' SIS systems. IDEA will also work with MISD to develop a mutually agreeable method by which IDEA will share all relevant and required student performance data, including data related to student performance (Addendum 3), and all information required by PEIMS.

13. Describe the manner in which the district will flow other federal and state funds to the proposed charter school campus. Describe the timelines for flowing the federal and state funds to the campus that will ensure students are promptly receiving the benefit of services that appropriate federal and state funds can provide. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Pursuant to the SB 1882 agreement (Attachment 2), MISD will flow local funds, FSP, IMA, federal funding and additional SB 1882 funds to IDEA ti support the focus in effort, money and assistance and aid to the school's students. Payments of the set funding allocation shall be made in monthly installments on the 15th day of each month during the term commencing on August 15, 2020 and paid directly to IDEA Public Schools.

**TEA Program Requirements**

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2019–2020.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Not Applicable - No students will be served during the 2019–2020 school year. <input checked="" type="checkbox"/>															
Total Staff		Total Parents		Total Families		Total Campuses									

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized	100	100	100	100	100	100	100	90							790
Total Staff	60	Total Parents	550	Total Families	650	Total Campuses	1								

3. Provide the number of students to be served in 2019–2020 who would otherwise attend a school identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Not Applicable - No students will be served during the 2019–2020 school year. <input checked="" type="checkbox"/>															
Total Staff		Total Parents		Total Families		Total Campuses									

4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.			
2.			
3.			
4.			
5.			
6.			
Not Applicable - No students will be served during the 2019–2020 school year. <input checked="" type="checkbox"/>			

5. **TEC, Subchapter C, Campus Charter Schools (check all that apply):**

- ☒ a. The school district is currently participating in the Texas Authorizer Leadership Academy (TALA) and/or the System of Great Schools (SGS) Network.
- ☐ b. The school district board of trustees will establish a separate, independent operator board to oversee charter school replication activities within the district.

**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

**PNP Equitable Services**

☒ PNP Equitable Services **does not apply** to this grant.

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**Total Planning Activity Costs** (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school

\$205,000

**Total Implementation Activity Costs** (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources)

\$395,000

**Total Planning Activity Costs + Total Implementation Activity Costs**  
(This amount should match TOTAL BUDGET REQUEST)

\$600,000

**PAYROLL COSTS (6100)****BUDGET**

Educator compensation (limited to planning phase and first 30 days of implementation)

\$155,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Professional development for leaders and teachers from IDEA (planning phase)

\$50,000

Professional development for leaders and teachers from IDEA (implementation phase)

\$10,000

**SUPPLIES AND MATERIALS (6300)**

Supplementary textbooks, technology, and other materials (planning phase)

\$25,000

Supplementary textbooks, technology, and other materials (implementation phase)

\$110,000

Student recruitment, marketing, community engagement (implementation phase)

\$130,000

**OTHER OPERATING COSTS (6400)**

Minor facilities repairs (excluding construction)

\$120,000

**CAPITAL OUTLAY (6600)****TOTAL BUDGET REQUEST** \$600,000